



# **Grade 7 Writing**

## **Expository Scoring Guide April 2013**

# Grade 7 Writing Expository Prompt

**READ** the following quotation.

If you run into a wall, don't turn around and give up.  
Figure out how to climb it, go through it, or work  
around it.

—*Michael Jordan*

**THINK** about the following statement.

No one can achieve success without overcoming obstacles.

**WRITE** an essay explaining the importance of never giving up.

Be sure to —

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

## **Score Point 1**

**The essay represents a very limited writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the controlling idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

### Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

It was his first game of basketball, it was 30 seconds on the clock. He shot but then he missed the basket, the game was over, it was 7-6 all he needed was one more shot but he missed. The coach told him "Better luck next time". John said "There is not going to be a next time". The coach said "All you need to is practice more" and that is what John did, practiced and practiced every day after school. That is what he did every day. at first he practiced is throws then his dribbling. Then he went to basketball practice and the coach saw his improvement on what he was doing, and so the next game they had they won by a couple of points. So he started practicing more and more every day after school and he started getting better at it. And after that they started winning every game, until they went to the Champion chips they got that far because of John. Now even John knew how tough these people were. They won the Champion chips four years in the row. Now they were tough even for John. Now it was 30 seconds on the clock. Just like his first game, it was 13-14, it was hard all John had to do was make one more shot and they would win. He shoots there was a pause like everything froze for John, and John shoots and he scores. The crowd went wild, they had won the champion chips for the first time all because of John and all he did was never give up.

#### Score Point 1

The student demonstrates a lack of understanding of the expository writing task by providing a story about a basketball player who learns the value of practicing and helps his team win a championship. Because the response is a narrative, the details and organizational structure are inappropriate to the specific demands of the prompt, causing this piece to be a very limited writing performance.

If you giving up you will never be what you want to be. If you want to be something then never give up on yourself.

I want to take care of pets because I love animals so much. People tell me if you want to take care of animals never give up. I said OK, I will never give up on myself. Animals love me too, but sometimes when I see them die I feel sad but I guess that's life. So I will never give up because I love animals and learn a lot about animal too.

Animals are my life and I will never give up on an animal because I love them so much. So if you love something never give up on it. I will keep my dream and never give up on my dream of what I want to be when I grow up. So if you have a dream never ever give up on your dream.

### Score Point 1

The controlling idea of this expository composition is that you will never become what you want to be if you give up on your dream. The writer attempts to develop this idea by offering a personal example about wanting to take care of animals; however, the progression of ideas is weakened by the repetition of the concepts that the writer loves animals, wants to take care of animals, and will never give up, with little extension beyond these repeated ideas. As a result, there are serious disruptions in the fluency of the writing, and the development of the ideas is weakened by generality. This represents a very limited writing performance.

"I believe that you should never give up". If you give up you may never be successful. In order to be successful you are gonna have obstacles to go through, but you never give up!

For example on our last Saturday softball game I wanted to play catcher I was kinda scared to play it though. So what I got hit the bat a couple of times by me not giving up I'm our new starting catcher.

In basketball season I worked really really hard I went through all obstacles it took to make A-team be starting point guard and being in the first five to play. See I just showed you with hard work and not giving up you can be successful in what ever you do.

"I believe that you should never give up". If you give up you may never be successful. In order to be successful are going have obstacles to go through, but you never give up!

### Score Point 1

This expository composition is focused on the premise that if you give up, you may never be successful; however, there is little support for this controlling idea. The writer mentions overcoming fear to become a catcher and working really hard to become the A-team starting point guard, but these ideas are vague and insufficiently developed. In addition, the repetition of the idea of overcoming obstacles and of the phrase "never giving up" weakens the writer's progression of ideas, resulting in a very limited writing performance.

You should never give up on your dreams on anything you want to be a Comples because ever person has dreams and what they want to be when they are older.

If you want to be come someone in this world you will never give up on your self or your family or your friend because if you give up the more you will start to doubt your self and you will not become someone in this world your going to be one of those people that don't have a place to live a place to sleep and a job. If you have a wife and you have kids never give up on them because if you give up on them it is like you have no life because they will all love you so much but intill you give up on them they will do the same thing to you.

So the important thing is to never give up on the people you love or the things you want to be when your older. Never Never give up.

#### Score Point 1

The controlling idea of this expository essay is that you should never give up on your dreams. The writer provides vague examples about the consequences of giving up on yourself or your family (you will start to doubt yourself, you will not become someone, you will not have a place to sleep or a job, and you will have no life). Insufficient development, uncontrolled sentence structure, and numerous errors in spelling create disruptions in the fluency of the writing and sometimes interfere with meaning, resulting in a very limited writing performance.

## Score Point 2

**The essay represents a basic writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the writer's controlling idea is weak or somewhat unclear. The lack of an effective controlling idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

### Development of Ideas

- ❑ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.



Hard work can take you very far in life. Success comes from your desire to want it. It takes hard work just to get through everyday life and some people face problems that make them work extra hard. They face problems like cancer or other illnesses.

So many people have show us that we'll never know the outcome if we give up. I don't want to say that all people who work extra hard have an illness because that is not the case. Many healthy people work extra hard just to change things they don't agree with in society.

With hard work in life what ever you want is already yours. If everyone can just remember that someone is facing a problem bigger than yours and working harder no one will ever give up.

#### Score Point 2

The writer of this expository composition states the controlling idea that it takes hard work to get through everyday life and that some people face problems that force them to work extra hard. The writer's ideas reflect little thoughtfulness and are minimally supported by brief examples of people with cancer or other illnesses versus healthy people who work extra hard to change things in society that they don't agree with. The writer's progression of ideas is not controlled because transitions and sentence-to-sentence connections are too weak to support the flow of the essay or to show the relationships among ideas, resulting in a basic writing performance.

There is always going to be a bump in the road somewhere in life. No matter what, you need to keep moving forward.

In everyday life we run across things that may be challenging for us. Some people just give up and say "I'm tired of this." Others aren't like that. They give it their all and don't let anything stop them. Honestly, where would we be in this world if NASA never went to space, technology was never invented, or even if Einstein gave up and never figured out  $E=MC^2$ . Nowhere! If any of that never happened a lot of us would be clueless about space, no computers, TVs, cell phones, and even science and math. When the going gets tough the tough keep going.

If everyone gave up we would be living in a world of quitters. Never give up no matter what.

#### Score Point 2

In this basic performance, the writer asserts that no matter what happens, you need to keep moving forward. The writer attempts to support this controlling idea by citing specific technological and mathematical advancements as great achievements made by people who never gave up. However, even with these examples, the overall development is too briefly presented to go beyond superficial explanation.

Have you ever run into a brick wall and think you have done ~~every~~ everything you can to get around it. That's when you're about to give up, but **no** you shouldn't just give up!

Think about it giving up is just your mind telling you you can't do it. Whenever you really can, but just don't want to. Look at it this way. If you give up you will never complet anything and you will be leting alot of people and yourself down. Giving up should never be the answer for anything! Keep trying and you will succeed in anything you try. One time me and my team felt like giving up, but our coach told us to try a little harder and you will win. So we did and we won the game.

Once you complet something it feels really good and you have don something. Next time you think of giving up don't and think a little harder about how to get over that wall.

### Score Point 2

This composition is mostly focused on the importance of never giving up, but the controlling idea is weak because the writer addresses two ideas: not giving up and not completing things. Appropriate transitions strengthen the progression of ideas in the second paragraph, but the development of the ideas remains superficial because the writer's personal example of winning a game is too briefly presented. The word choice is effective; however, some distracting spelling errors (whant, leting, complet) create minor disruptions in the fluency of the writing. Overall, this writer has demonstrated a basic writing performance.

It is very important that you never give up. Sometimes it's tough to set a goal, and sometimes it's tough to achieve one. My dad always says, "The key in life to being successful, is to never give up." I agree with that statement.

Most of us want to be successful in all that we do. Whether it's sports, academics, or hobbies. You have to keep your head up, be strong, and do your best. Don't do it for your boss, teacher, or coach. Do it for you. To be successful, you can't give up.

If you're in a sport, such as basketball, you're got to push yourself to be the best. Don't stop now, because once you reach your goal, you will feel a billion times better. Your hard work does pay off.

If you have a big test coming up, such as a STAAR, you've got to push yourself to do your best. You should set a goal, and work hard to reach it. Once you reach a goal, set a new one. Never give up!

Keep going until you can't go anymore. Always know that your good could be better, and your better could be best. Life can get tough at times, but remember to never give up.

#### Score Point 2

In this basic writing performance, the writer's controlling idea is that "the key in life to being successful is to never give up." Repetition of the ideas of never giving up and setting or reaching goals causes minor disruptions in the flow of the essay. The specific examples of being successful in basketball and taking the STAAR test are vague and too briefly presented, resulting in overall superficial development.

## Score Point 3

**The essay represents a satisfactory writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear controlling idea. Most ideas are related to the controlling idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

### Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Many people set goals for themselves. You may also have a goal that you would like to achieve. Whether you reach that goal or not, though, is up to you. I believe that it is important to never give up because perseverance is the only way to achieve your goals and be successful.

Reaching a goal is not always easy. You must overcome obstacles that may be blocking your path and figure out solutions to your problems. You may have heard of a man named Thomas Edison. He was a great inventor who is responsible for one of our great advances in electricity: the lightbulb. When Edison shared his idea with others, no one believed that he could ever make such a thing, but he believed in himself, never gave up, and surprised everyone when he succeeded with his invention. Without Thomas Edison's determination, the world would not be the same as it is today.

Sticking with your goals and persevering are vital to success. Don't let a simple problem get you down. You can get through anything by using your knowledge to overcome your difficulties. If at first you don't succeed, try, try again! It is not impossible. Just stick with it and never give up!

### Score Point 3

In this satisfactory writing performance, the writer establishes a clear controlling idea (it is important to never give up because perseverance is the only way to achieve your goals and be successful). For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and to show the relationships among ideas. The historical example of Thomas Edison's perseverance in developing the light bulb is specific and appropriate, adding some substance to the essay. Overall, the progression of ideas is generally logical and controlled, and the writer demonstrates a good understanding of the expository writing task.



Failure: falling short: lack of success.  
That's what you show when you give up,  
failure and weakness. You must always push through  
even in arduous times.

Sean Johnson never gave up, that's  
why she's a gold medalist. The Texas  
Rangers never gave up, that's why they've  
been in the World Series two times in  
a row. They never gave up because they  
craved something and had a powerful  
drive to work hard for it. When  
passionate about something, you want  
to be successful. Even when you're  
on the brink of breaking and you're  
about to call it quits, you keep pushing  
and pushing and you keep an image of  
what you want in your mind.

When that time comes and you  
give up, you're never gonna get the  
feeling of pride and victory. That's  
why you get up and try again  
to have that pride.

Success: favorable or desired outcome:  
one that succeeds. That's what you  
pushing for in the end, success.

### Score Point 3

The writer asserts that you must always push through, even in arduous times. Taking a philosophical approach, the writer supports the controlling idea with examples of Shawn Johnson and the Texas Rangers, who never gave up because they craved something and had a powerful drive to work hard for it. The writer adds some substance to the essay by explaining that when you are passionate about something, you will keep pushing even when you are at your breaking point. The introduction and conclusion are purposeful, and the writer's word choice is clear and specific. In addition, the writer demonstrates an adequate command of conventions in this satisfactory writing performance.

Giving up is not an option. You have to fight and stay strong. When you don't give up you show how persistent you can be.

When I was in Kindergarten my private school had ballet lessons. Anyone who was interested could join. I could not leap to save my life. I just didn't know how to do it. I did not quit. I kept practicing until I got it right. I am still in ballet to this day, and I am the best leaper in my class.

In P.E. every semester we do a fitness test called the pacer. You have to pace yourself and push yourself to keep running. Last semester I was really nervous. I was afraid I wouldn't be able to push myself. When I got up there and actually ran I was the last one on the court. I ran 45 paces! I didn't give up on myself and I was able to keep going.

When you fight and stay strong it is easier to meet your goals. When you don't give up you prove how strong you can be. When you set your mind to it you can make it happen.

### Score Point 3

In this satisfactory writing performance, the writer establishes the controlling idea that when you don't give up, you prove how strong you can be. The writer develops this idea by offering two personal examples of times when she stayed strong and as a result was able to achieve her goals in ballet and on a fitness test. Although the transition between these two examples could be stronger, the progression of ideas is generally logical and controlled. The writer demonstrates an adequate command of conventions and a good understanding of the expository task.



It is important never to give up because once you give up on one thing you will continue to give up on more and more things until you have nothing left to give up on except life itself.

A person should never give up on any thing no matter how hard or impossible the task may seem. Giving up on something is the worst thing a person can do. You only have one chance at life so don't give up on it.

Every year hundreds or thousands of children all over the world are sent to hospital because they have life threatening illnesses. One thing that none of these children has done is give up hope or give up on life, where as millions or billions of healthy people give up on the simplest of things so easily.

Where would our world be if the cavemen gave up on making fire? We would still be in the stone age. Where would Texas be if Sam Houston gave up on defeating Santa Anna's Mexican army? Texas would still be part of Mexico. "Where would the United States be if all the children gave up on learning? We would be back in the primitive times.

What I am trying to say is don't give up on every day things and don't give up on your self. Face the challenges in life head on and do something worth living for. If you don't give up, others will not either.

### Score Point 3

The controlling idea of this satisfactory response is that it is important to never give up because once you give up on one thing, you will continue to give up on more and more things until you have nothing left to give up on except life itself. Taking a philosophical approach, the writer adds sufficient development and some thoughtfulness by including effective rhetorical questions as well as several examples of outcomes that resulted from people not giving up (children with an illness, cavemen making fire, Sam Houston defeating Santa Anna's army, children learning). The sentences are varied and adequately controlled, and the writer demonstrates a good understanding of the expository task.

## **Score Point 4**

**The essay represents an accomplished writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- ❑ The writer establishes a clear controlling idea. All ideas are strongly related to the controlling idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

### Development of Ideas

- ❑ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- ❑ The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

In life, there are tons of challenges. Some are small, and require little to achieve, while others can be quite large, and take lots of hard work to accomplish. To reach these difficult goals, perseverance must be shown, and it's important to always keep trying, and never give up.

All tasks have obstacles along their paths, and these obstacles are what give the tasks their value. If a challenge is easy to overcome, and anyone can overcome it, then what use is completing it? The overcoming of obstacles is the real learning experience, not the act of reaching the finish. As the great martial artist Bruce Lee once said,

"Success is the journey, not the destination."

If you give up every time you come across a wall, you will never go anywhere, never learn anything, and never get any better.

People who have become masters at skills or experts at subjects have failed along the way. In the path to perfection, they came across blockades longer than the Nile and taller than Mount Everest. But these great men didn't stop, they pushed on and on until they knocked those blockades down into the dust. Then, their hard work payed off and they could finally reach their goal.

So, even though some things may seem difficult or impossible, they can always be achieved with lots of determination. Whenever there's a task that's challenging, just remember to keep on trying, and eventually success will be found.

#### Score Point 4

The writer of this unified and coherent philosophical response provides thoughtful ideas to support the clear controlling idea that perseverance must be shown in order to reach a difficult goal. The presentation of these ideas is enhanced by precise word choice that reflects a thorough understanding of the expository writing task (they came across blockades longer than the Nile and taller than Mount Everest). In addition, both the introduction and the conclusion add substance and thoughtfulness to the essay. Varied, well-controlled sentences and the overall strength of the conventions further contribute to the effectiveness of this accomplished writing performance.

Never give up. I hear that phrase a lot—from my parents, in songs, at school. Recently, I wondered why it was spoken so often. I think I have finally come to the conclusion of why. I have never heard any football player say "Well, our team was down by a touchdown, so I just figured, why bother?" My team and I gave up, so we lost." I have also never heard a police officer say "Well, I was chasing the criminal, but he was pretty crafty, so I gave up." Such things would be absurd to hear.

I never hear people say that, because they have a job, a task, a duty to complete, or a purpose to fulfil. A police officer has to arrest criminals because they are dangerous. A football player has to try so he does not let his team and fans down. No community would ever get anything done if they gave up at every single failure. So many of our inventions are the result of people continuing to persevere through hardships.

If nobody ever tried, no football team would ever go to the Super Bowl, no criminal would ever get arrested, and nothing would ever be invented. Humans are imperfect, so it takes many tries before something turns out right. Thomas Edison made so many failed light bulbs, I bet he lost count! He once said, "I have not failed. I have just found 1,000 ways that don't work." Even after that many mistakes, he kept trying. If he had not, we would still have candles and oil lamps as our source of light.

Now, whenever I start to give up, I can remember his words. I can find encouragement in all the people around me who keep trying, because life does not end because of some failures, but it continues on through those, because of those who overcome their obstacles. No matter how intimidating and daunting whatever tasks lay before me may be, it is my job to overcome the roadblocks and leap over the hurdles. I will never give up.

#### Score Point 4

Following an engaging introduction that offers "absurd" examples of a football player and a police officer giving up, the writer explains why these people should continue to work through hardships. The writer uses specific details and examples, including a Thomas Edison quotation, to reflect on his own motivation to persevere and to establish the controlling idea (No matter how intimidating and daunting whatever tasks lay before me may be, it is my job to overcome the roadblocks and leap over the hurdles). With varied, well-controlled sentences and precise word choice, this writer presents a thoughtful, unified, and accomplished writing performance.

Giving up is a humiliation to some and an everyday event to others. Pure confidence in yourself is eighty percent of keeping from giving up on something. The other twenty percent is effort and your drive to accomplish the task. In the end, quitting is the deciding factor of whether you are proud of yourself or not. Even though giving up is easy and quick, trying and keeping at it gives you confidence in yourself and is always best.

When you refuse to quit, you gain confidence and lack humiliation. For example, when you are trying to run a certain distance, you reach a point where you are desperate to stop and rest. If you decide to ignore the impulse and continue to the end, you feel like you have won! The immediate pride in yourself is so overwhelming that you have no idea why you wanted to stop in the first place. This much needed self-esteem boost returns again and again when you finish a task showing you that you should never give up.

Never giving up brings rewards as well. For example, I did not quit but worked through learning the violin instead, and now I am in an orchestra with my best friend and I am able to play the violin with skill. Also, when I did not give up trying out for PACE, I eventually got in. Now, I am in a fun class with many of my close friends. Not quitting is beneficial to any and every one.

Some people quit when pressured, but some never do. If you compare them side-by-side, the better overall person is the one who doesn't give up. Even though the thought of quitting is tempting, ignoring the impulse will make you a better and happier person.

#### Score Point 4

This accomplished writing performance is focused on the controlling idea that a person who never gives up will have increased confidence and self-esteem. With varied sentences and precise word choice that enhance the presentation of ideas, the essay is thoughtful and engaging. The writer has developed the ideas effectively by using an example of a runner who feels a sense of pride as well as specific personal examples of times he felt rewarded for persevering through difficulties (playing the violin, trying out for PACE). Both the introduction and the conclusion add substance to the essay. Overall, the writer reflects a keen awareness of the expository purpose.

No one can achieve success without overcoming obstacles. To do so one must not give up once an obstacle arises. Michael Jordan once said, "If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it or work around it." If people gave up everytime they hit a bump, mankind would be nowhere for all they know, the entire population could still be cave man.

In the book (or movie), *Holes*, the main character, Stanley, and his best friend have to find his ancestor's treasure at this summer camp for juvenile kids. Both kids toil endlessly, day after day, digging up holes in the blistering hot sun. Do they give up? Of course not. In the end, they find the treasure and both families become rich. They worked through the wall and ended up successful in the end.

Even professional basketball players have to work through their walls during a game. They have sweat dripping down their face and they are exhausted, probably in need of a nice long drink. To win, though, they have to push through and do their very best. So whether they win or lose, it's a victory or a success in their heads.

If people always gave up when they hit a wall then mankind would be nowhere. All of the population trapped in a metaphorical box, staring at each other and the walls, aimlessly moving about. Why is the world as it is today? Because men all around the world topple their walls and make break throughs that help the people to live and survive. Those people achieved success. Everyone can as well if they all topple their own wall.

#### Score Point 4

In this accomplished performance, the writer promptly establishes the controlling idea that no one can achieve success without overcoming obstacles. The essay is skillfully crafted, with the writer sustaining Michael Jordan's metaphor of breaking through "walls" throughout the response. This organizational strategy strengthens the focus and coherence. Thoughtful ideas are developed effectively with well-chosen examples, such as the character Stanley in the book *Holes* and professional basketball players. The writer's purposeful and precise word choice enhances the quality and clarity of the response. In addition, both the introduction and the conclusion add substance and thoughtfulness, demonstrating the writer's thorough understanding of the expository writing task.